

# Visual Arts Standards

## READINESS

### STRAND 1: CREATE

Student will create art to communicate ideas, meanings, and/or purposes.)

<b>Concept # 1: Creative Process</b>
Develop, revise, and reflect on ideas for expression.
PO 1. Contribute to discussion about ideas for art making.
<b>Concept # 2: Materials, Tools, and Techniques</b>
Use materials, tools, and techniques.
PO 1. Identify and experiment with materials, tools, and techniques. PO 2. Use materials, tools, and techniques appropriately.
<b>Concept # 3: Elements and Principles</b>
Use elements of art and principles of design in artwork.
PO 1. Identify and use elements in their artwork.
<b>Concept # 4: Meanings or Purposes</b>
Express ideas to communicate meanings or purpose in artwork.
PO 1. Describe and explain their artwork.
<b>Concept # 5: Quality</b>
Apply criteria to assess quality of work in-progress and finished artwork.
PO 1. Identify successful aspects of their work and possible changes.

# Visual Arts Standards

## FOUNDATIONS

### STRAND 1: CREATE

Student will create art to communicate ideas, meanings, and/or purposes.)

<b>Concept # 1: Creative Process</b>
Develop, revise, and reflect on ideas for expression.
PO 1. <i>Contribute to discussion about ideas for their artwork.</i> PO 2. Make and explain revisions in their artwork.
<b>Concept # 2: Materials, Tools, and Techniques</b>
Use materials, tools, and techniques.
PO 1. <i>Identify and experiment with materials, tools, and techniques.</i> PO 2. <i>Use materials, tools, and techniques appropriately and expressively.</i>
<b>Concept # 3: Elements and Principles</b>
Use elements of art and principles of design in artwork.
PO 1. <i>Identify and use elements <u>and principles</u> in their artwork.</i>
<b>Concept # 4: Meanings or Purposes</b>
Express ideas to communicate meanings or purpose in artwork.
PO 1. <i>Describe and explain subject matter in their artwork.</i> PO 2. Select and use subject matter and/or symbols in their artwork.
<b>Concept # 5: Quality</b>
Apply criteria to assess quality of work in-progress and finished artwork.
PO 1. <i>Identify successful aspects of their work and possible changes.</i> PO 2. Use criteria to assess aspects of their work.

# Visual Arts Standards

## ESSENTIALS

### STRAND 1: CREATE

Student will create art to communicate ideas, meanings, and/or purposes.)

<b>Concept # 1: Creative Process</b>
Develop, revise, and reflect on ideas for expression.
PO 1. <i>Contribute to discussion about ideas for their artwork.</i> PO 2. <i>Make and explain revisions in their artwork.</i> PO 3. Develop plans for their artwork, (e.g. sketches, models, portfolios, and notes).
<b>Concept # 2: Materials, Tools, and Techniques</b>
Use materials, tools, and techniques.
PO 1. <i>Identify and experiment with materials, tools, and techniques.</i> PO 2. <i>Use materials, tools, and techniques appropriately and expressively.</i> PO 3. Demonstrate purposeful use of materials, tools, and techniques.
<b>Concept # 3: Elements and Principles</b>
Use elements of art and principles of design in artwork.
PO 1. <i>Identify and use elements and principles in their artwork.</i> PO 2. Select and use elements and principles to organize the composition of their artwork.
<b>Concept # 4: Meanings or Purposes</b>
Express ideas to communicate meanings or purpose in artwork.
PO 1. <i>Describe and explain subject matter in their artwork.</i> PO 2. <i>Select and use subject matter and/or symbols in their artwork.</i> PO 3. Demonstrate purposeful use of subject matter and/or symbols in their artwork.
<b>Concept # 5: Quality</b>
Apply criteria to assess quality of work in-progress and finished artwork.
PO 1. <i>Identify successful aspects of their work and possible changes.</i> PO 2. <i>Use criteria to assess aspects of their work.</i>

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PO 3. Identify and apply technical, formal, and/or expressive criteria,  
(effective use of craftsmanship, elements and principles, and conveying meaning or achieving purpose).

# Visual Arts Standards

## PROFICIENCY

### STRAND 1: CREATE

Student will create art to communicate ideas, meanings, and/or purposes.)

<b>Concept # 1: Creative Process</b>
Develop, revise, and reflect on ideas for expression.
PO 1. <i>Contribute to discussion about ideas for their artwork.</i> PO 2. <i>Make and explain revisions in their artwork.</i> PO 3. <i>Develop <u>and revise</u> plans for their artwork, (e.g. sketches, models, portfolios, and notes).</i> PO 4. <i>Select best option for their artwork.</i> PO 5. <i>Create a body of work for exhibition and/or portfolio.</i>
<b>Concept # 2: Materials, Tools, and Techniques</b>
Use materials, tools, and techniques.
PO 1. <i>Identify and experiment with materials, tools, and techniques.</i> PO 2. <i>Use materials, tools, and techniques appropriately and expressively.</i> PO 3. <i>Demonstrate purposeful use of <u>a range of</u> materials, tools, and techniques.</i> PO 4. <i>Demonstrate mastery and skills of a selected <b>medium</b>*</i> .
<b>Concept # 3: Elements and Principles</b>
Use elements of art and principles of design in artwork.
PO 1. <i>Identify and use elements and principles in their artwork.</i> PO 2. <i>Select and use elements and principles to organize the composition of their artwork.</i> PO 3. <i>Solve complex compositional problems.</i>
<b>Concept # 4: Meanings or Purposes</b>
Express ideas to communicate meanings or purpose in artwork.
PO 1. <i>Describe and explain subject matter in their artwork.</i> PO 2. <i>Select and use subject matter and/or symbols in their artwork.</i> PO 3. <i>Demonstrate purposeful use of subject matter and/or symbols in their artwork.</i> PO 4. <i>Create original art that communicates substantive meanings or achieves intended purposes, e.g. cultural, political, personal,</i>

# Visual Arts Standards

spiritual, commercial, ideas, and themes.
<b>Concept # 5:      Quality</b>
Apply criteria to assess quality of work in-progress and finished artwork.
PO 1. <i>Identify successful aspects of their work and possible changes.</i> PO 2. <i>Use criteria to assess aspects of their work.</i> PO 3. <i>Identify and apply <b>technical, formal, and/or expressive</b>* criteria.</i> <i>(effective use of craftsmanship, elements and principles, and conveying meaning or achieving purpose).</i> PO 4. Demonstrate artistic growth and/or individual strengths by selecting art for exhibition and/or portfolio.

Bold and asterisk terms for glossary.

Italics are repeated concepts.

The visual arts represent a body of knowledge that is learned sequentially. Students receiving art instruction in the elementary and middle school are expected to achieve “proficiency” or “distinction” as a result of instruction in high school.

High school art educators teaching students with little or no prior instruction in the visual arts are expected to also address the learning needs of their students by teaching standards at the lower levels.

# Visual Arts Standards

## DISTINCTION

### STRAND 1: CREATE

Student will create art to communicate ideas, meanings, and/or purposes.)

<b>Concept # 1: Creative Process</b>
Develop, revise, and reflect on ideas for expression.
PO 1. <i>Select best option for their artwork.</i> PO 2. <i>Create a body of work for exhibition and/or portfolio.</i> PO 3. Create, on a regular basis, inventive works of art which solve environmental, industrial, technological and commercial problems.
<b>Concept # 2: Materials, Tools, and Techniques</b>
Use materials, tools, and techniques.
PO 1. <i>Demonstrate mastery and skills of a selected <b>medium</b>*</i> . PO 2. Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium.
<b>Concept # 3: Elements and Principles</b>
Use elements of art and principles of design in artwork.
PO 1. <i>Solve complex compositional problems.</i> PO 2. Initiate, define and solve challenging visual arts problems using analysis, synthesis and evaluation.
<b>Concept # 4: Meanings or Purposes</b>
Express ideas to communicate meanings or purpose in artwork.
PO 1. <i>Create original art that communicates substantive meanings or achieves intended purposes, e.g. cultural, political, personal, spiritual, commercial, ideas, and themes.</i> PO 2. Create multiple solutions to specific visual arts problems that demonstrate a high level of competence in producing effective relationships between visual form and expression analysis, synthesis and evaluation.

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<b>Concept # 5:      Quality</b>
Apply criteria to assess quality of work in-progress and finished artwork.
PO 1. <i>Demonstrate artistic growth and/or individual strengths by selecting art for exhibition and/or portfolio.</i>
PO 2. Create a public exhibit of one's own artwork which reflects personal growth as an artist.

Bold and asterisk terms for glossary.

Italics are repeated concepts.

It is assumed that students at the Distinction Level have mastered the Proficiency Level.



# Visual Arts Standards

## READINESS

### STRAND 2: RELATE

(Student will analyze and interpret contextual ideas, meanings, and purposes of art from diverse cultures and time periods.)

<b>Concept # 1: Artworlds</b>
Describe the role that art plays in culture and how it reflects, records, and shapes history in various times places and traditions.
PO 1. Contribute to a discussion about what artists do.
<b>Concept # 2: Materials, Tools, and Techniques</b>
Identify/analyze use of materials, tools, and techniques.
PO 1. Identify connection between tool and material and/or technique.
<b>Concept # 3: Elements and Principles</b>
Explore the artistic traditions and visual conventions from diverse cultures
PO 1. Examine visual/tactile characteristics of art from diverse cultures/ different places or time,(e.g. sorting, comparing/contrasting, identifying art elements).
<b>Concept # 4: Meanings or Purposes</b>
Interpret meanings or purposes of artwork based on contextual information.
PO 1. Describe and explain the subject matter or purposes of art from diverse cultures.
<b>Concept # 5: Quality</b>
Investigate and /or speculate about what characteristics in art are valued by various cultures.
PO 1. Contribute to a discussion why people care about different kinds of art. PO 2. Demonstrate respect while responding to others work.

# Visual Arts Standards

## FOUNDATIONS

### STRAND 2: RELATE

(Student will analyze and interpret contextual ideas, meanings, and purposes of art from diverse cultures and time periods.)

<b>Concept # 1:     Artworlds</b>
Describe the role that art plays in culture and how it reflects, records, and shapes history in various times places and traditions.
PO 1. <i>Contribute to a discussion about what artists do.</i> PO 2. Identify members of the local art community, (e.g. art teachers, artists, museum workers, gallery owners, art council members, critics, etc.)
<b>Concept # 2:     Materials, Tools, and Techniques</b>
Identify/analyze use of materials, tools, and techniques.
PO 1. <i>Identify connection between tool and material and/or technique.</i> PO 2. Describe how art objects from diverse cultures and time periods are made.
<b>Concept # 3:     Elements and Principles</b>
Explore the artistic traditions and visual conventions from diverse cultures
PO 1. <i>Examine visual/tactile characteristics of art from diverse cultures/ different places or time, (e.g. sorting, comparing/contrasting, identifying art elements and principles *).</i>
<b>Concept # 4:     Meanings or Purposes</b>
Interpret meanings or purposes of artwork based on contextual information.
PO 1. <i>Describe and explain the subject matter or purposes of art from diverse cultures.</i> PO 2. Compare and contrast the subject matter or purposes of art from diverse cultures.

# Visual Arts Standards

<b>Concept # 5:      Quality</b>
Investigate and /or speculate about what characteristics in art are valued by various cultures.
<p>PO 1. <i>Contribute to a discussion why people care about different kinds of art.</i></p> <p>PO 2. <i>Demonstrate respect while responding to others work.</i></p>

# Visual Arts Standards

## ESSENTIALS

### STRAND 2: RELATE

(Student will analyze and interpret contextual ideas, meanings, and purposes of art from diverse cultures and time periods.)

<b>Concept # 1:      Artworlds</b>
Describe the role that art plays in culture and how it reflects, records, and interacts with history in various times places and traditions.
PO 1. <i>Contribute to a discussion about what artists do.</i> PO 2. <i>Identify members of the local art community, (e.g. art teachers, artists, museum workers, gallery owners, art council members, critics, etc.)</i> PO 3. <i>Describe various artworld roles/careers.</i> PO 4. <i>Explain how artworld experts, (e.g. art historians, anthropologists, critics) study the art of diverse cultures in different time and places.</i>
<b>Concept # 2:      Materials, Tools, and Techniques</b>
Identify/analyze use of materials, tools, and techniques.
PO 1. <i>Identify connection between tool and material and/or technique.</i> PO 2. <i>Describe and analyze *how art objects from diverse cultures and time periods are made.</i>
<b>Concept # 3:      Elements and Principles</b>
Explore the artistic traditions and visual conventions from diverse cultures
PO 1. <i>Examine visual/tactile characteristics of art from diverse cultures/ different places or time, (e.g. sorting, comparing/contrasting, identifying art elements and principles).</i> PO 2. <i>Identify and describe the characteristic (visual/tactile) qualities shared by artworks from a culture or time period.</i>

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<b>Concept # 4: Meanings or Purposes</b>
Interpret meanings or purposes of artwork based on contextual information.
PO 1. <i>Describe and explain the subject matter or purposes of art from diverse cultures.</i>
PO 2. <i>Compare and contrast the subject matter/symbols* or purposes of art from diverse cultures.</i>
PO 3. Use contextual information to investigate and interpret meanings and purposes in artworks.
<b>Concept # 5: Quality</b>
Investigate and /or speculate about what characteristics in art are valued by various cultures.
PO 1. <i>Contribute to a discussion why people care about different kinds of art.</i>
PO 2. <i>Demonstrate respect while responding to others work.</i>
PO 3. Investigate and/or speculate on the importance of cultural and ethnic influences on how people respond to and value art.
Investigate the variety of judgments made by experts about art from various cultures.

# Visual Arts Standards

## PROFICIENCY

### STRAND 2: RELATE

(Student will analyze and interpret contextual ideas, meanings, and purposes of art from diverse cultures and time periods.)

<b>Concept # 1:     Artworlds</b>
Describe the role that art plays in culture and how it reflects, records, and interacts with history in various times places and traditions.
<p>PO 1. <i>Contribute to a discussion about what artists do.</i></p> <p>PO 2. <i>Identify members of the local art community, (e.g. art teachers, artists, museum workers, gallery owners, art council members, critics, etc.)</i></p> <p>PO 3. <i>Describe various artworld roles/careers.</i></p> <p>PO 4. <i>Explain how artworld experts, (e.g. art historians, anthropologists, critics) study the art of diverse cultures in different time and places.</i></p>
<b>Concept # 2:     Materials, Tools, and Techniques</b>
Identify/analyze use of materials, tools, and techniques.
<p>PO 1. <i>Identify connection between tool and material and/or technique.</i></p> <p>PO 2. <i>Describe and analyze how art objects from diverse cultures and time periods are made.</i></p>
<b>Concept # 3:     Elements and Principles</b>
Explore the artistic traditions and visual conventions from diverse cultures
<p>PO 1. <i>Examine visual/tactile characteristics of art from diverse cultures/ different places or time, (e.g. sorting, comparing/contrasting, identifying art elements and principles).</i></p> <p>PO 2. <i>Identify and describe the characteristic (visual/tactile) qualities shared by artworks from a culture or time period.</i></p>

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<b>Concept # 4: Meanings or Purposes</b>
Interpret meanings or purposes of artwork based on contextual information.
<p>PO 1. <i>Describe and explain the subject matter or purposes of art from diverse cultures.</i></p> <p>PO 2. <i>Compare and contrast the subject matter/<b>symbols</b>* or purposes of art from diverse cultures.</i></p> <p>PO 3. <i>Use contextual information to investigate and interpret meanings and purposes in artworks.</i></p>
<b>Concept # 5: Quality</b>
Investigate and /or speculate about what characteristics in art are valued by various cultures.
<p>PO 1. <i>Contribute to a discussion why people care about different kinds of art.</i></p> <p>PO 2. <i>Demonstrate respect while responding to others work.</i></p> <p>PO 3. <i>Investigate and/or speculate on the importance of cultural and ethnic influences on how people respond to and value art.</i></p> <p>PO 4. <i>Investigate the variety of judgments made by experts about art from various cultures.</i></p>

# Visual Arts Standards

## DISTINCTION

### STRAND 2: RELATE

(Student will analyze and interpret contextual ideas, meanings, and purposes of art from diverse cultures and time periods.)

<b>Concept # 1:     Artworlds</b>
Describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.
PO 1. Research the skills, knowledge, and training needed in various artworld roles/careers.
<b>Concept # 2:     Materials, Tools, and Techniques</b>
Identify/analyze use of materials, tools, and techniques.
<i>PO 1. Describe how the scientific and technological advances influence the materials, tools, and techniques used by artists.</i>
PO 2. Investigate geographical, social, cultural, or artworld factors that influence artists' selection of material, tools, and techniques.
<b>Concept # 3:     Elements and Principles</b>
Explore the artistic traditions and visual conventions from diverse cultures
PO 1. <u>Research the origins of artistic traditions and visual conventions</u> <i>(visual/tactile qualities) valued by diverse cultures (e.g. Native American, Chicano/a, European, African, Asian, Pacific Islander...).</i>
<b>Concept # 4:     Meanings or Purposes</b>
Interpret meanings or purposes of artwork based on contextual information.
<i>PO 1. Use contextual information to investigate and interpret meanings and purposes in artworks (e.g. social, economical, political, geographical, and spiritual) from the points of view of the cultures in which they were made.</i>
PO 2. Investigate how interpretations of individual artworks change as cultures evolve.
PO 3. Examine how the presentation and display of artworks influence how they are interpreted (e.g. alterpiece in art museum, totem pole in natural history museum, photo of installation).



# Visual Arts Standards

<b>Concept # 5:      Quality</b>
Investigate and /or speculate about what characteristics in art are valued by various cultures.
PO 1. <i>Investigate the variety of judgments made by experts about art from various cultures.</i> PO 2. Analyze how the presentation of artworks influence how they are perceived and evaluated.

# Visual Arts Standards

## READINESS

### STRAND 3: EVALUATE

Student will draw conclusions about the significance of art.

<b>Concept # 1:      Art Issues and Values</b>
Question, reflect on, and justify conclusions about the nature and value of art.
PO 1. Form and support opinions about art (e.g. what art is, who makes it and why it is important).
PO 2. Distinguish art from other visual objects.
<b>Concept # 2:      Materials, Tools, and Techniques</b>
Question, reflect on, and justify how materials, tools, and techniques affect meanings, purposes, and value of art.
PO 1. Describe the use of a particular material, tool, and technique.
<b>Concept # 3:      Elements and Principles</b>
Question, reflect on, and justify how elements and principles of design in artwork affect meanings, purposes, and value of art.
PO 1. Identify an element in their own and the work of others.
<b>Concept # 4:      Meanings or Purposes</b>
Question, reflect on, and justify how artists communicate meanings in artwork.
PO 1. Discuss why people create art.
<b>Concept # 5:      Quality</b>
Question, reflect on, and justify conclusions about the value of artworks.
PO 1. Discuss how people care for and protect art.

# Visual Arts Standards

## FOUNDATIONS

### STRAND 3: EVALUATE

Student will draw conclusions about the significance of art.

<b>Concept # 1: Art Issues and Values</b>
Question, reflect on, and justify conclusions about the nature and value of art.
<i>PO 1. Form and support opinions about art (e.g. what art is, who makes it and why it is important).</i> <i>PO 2. Distinguish art from other visual objects.</i> PO 3. Compare their opinions about issues associated with art (value, nature, and uses) with those of their peers. PO 4. Reflect on how and why art varies from one place to another over time.
<b>Concept # 2: Materials, Tools, and Techniques</b>
Question, reflect on, and justify how materials, tools, and techniques affect meanings, purposes, and value of art.
<i>PO 1. Describe the use of a particular material, tool, and/or technique.</i> PO 2. Explain how a particular material, tool, and/or technique was used to achieve a desired result.
<b>Concept # 3: Elements and Principles</b>
Question, reflect on, and justify how elements and principles of design in artwork affect meanings, purposes, and value of art.
<i>PO 1. Identify an element or principle in their own and the work of others.</i> PO 2. Explain how an element and/or principle was used to achieve a desired result.
<b>Concept # 4: Meanings or Purposes</b>
Question, reflect on, and justify how artists communicate meanings in artwork.
<i>PO 1. Discuss why people create art.</i> PO 2. Discuss how an artist communicates meaning and/or purpose in art.
<b>Concept # 5: Quality</b>
Question, reflect on, and justify conclusions about the value of artworks.
<i>PO 1. Discuss how people care for and protect art.</i>

# Visual Arts Standards

PO 2. Discuss reasons why people value\* art (e.g. sentimental, financial, religious, political, historical).

# Visual Arts Standards

## ESSENTIALS

### STRAND 3: EVALUATE

Student will draw conclusions about the significance of art.

<b>Concept # 1:      Art Issues and Values</b>
Question, reflect on, and justify conclusions about the nature and value of art.
<i>PO 1. Form and support opinions about art (e.g. what art is, who makes it and why it is important).</i>
<i>PO 2. <u>Debate what makes art different from other visual objects.</u></i>
<i>PO 3. Compare their opinions about issues associated with art (value, nature, and uses) with those of their peers.</i>
<i>PO 4. Identify aesthetic theories used to evaluate art (e.g. formalist, expressionist, imitationalist, instrumentalist). <b>institutionalist</b>).</i>
<b>Concept # 2:      Materials, Tools, and Techniques</b>
Question, reflect on, and justify how materials, tools, and techniques affect meanings, purposes, and value of art.
<i>PO 1. <u>Describe craftsmanship in the use of a particular material, tool, and/or technique.</u></i>
<i>PO 2. <u>Evaluate the effectiveness of a particular material, tool, and/or technique to achieve a desired result.</u></i>
<b>Concept # 3:      Elements and Principles</b>
Question, reflect on, and justify how elements and principles of design in artwork affect meanings, purposes, and value of art.
<i>PO 1. <u>Describe the use of an element or principle in their own and the work of others.</u></i>
<i>PO 2. <u>Evaluate the effectiveness of an element and/or principle to achieve a desired result.</u></i>
<b>Concept # 4:      Meanings or Purposes</b>
Question, reflect on, and justify how artists communicate meanings in artwork.
<i>PO 1. Discuss why people create art.</i>
<i>PO 2. <u>Explain how an artist/student communicates meaning and/or purpose in art.</u></i>

# Visual Arts Standards

<b>Concept # 5:      Quality</b>
Question, reflect on, and justify conclusions about the value of artworks.
<i>PO 1. Discuss how people care for and protect art.</i> <i>PO 2. Discuss reasons why people/student value* art (e.g. sentimental, financial, religious, political, historical).</i> PO 3. Evaluate works by an artist/student using established criteria. PO 4. Distinguish art preferences (I like it because...) from art judgments (It is good because...).

# Visual Arts Standards

## PROFICIENCY

### STRAND 3: EVALUATE

Student will draw conclusions about the significance of art.

<b>Concept # 1:      Art Issues and Values</b>
Question, reflect on, and justify conclusions about the nature and value of art.
<i>PO 1. Form and support opinions about art (e.g. what art is, who makes it and why it is important).</i>
<i>PO 2. Debate what makes art different from other visual objects.</i>
<i>PO 3. <u>Debate</u> their opinions about issues associated with art (value, nature, and uses) with those of their peers (e.g. What makes art good?, Do artworks have to be beautiful?, Can artwork influence behavior? What defines an artist? Can objects from the visual culture be art?).</i>
<i>PO 4. <u>Compare and contrast</u> aesthetic theories used to evaluate art (e.g. formalist, expressionist, imitationalist, instrumentalist, institutionalist).</i>
<i>PO 5. Defend a judgment about an artwork using an aesthetic theory.</i>
<b>Concept # 2:      Materials, Tools, and Techniques</b>
Question, reflect on, and justify how materials, tools, and techniques affect meanings, purposes, and value of art.
<i>PO 1. <u>Evaluate</u> craftsmanship in the use of a particular material, tool, and/or technique.</i>
<i>PO 2. Evaluate the effectiveness of a particular material, tool, and/or technique to achieve a desired result.</i>
<b>Concept # 3:      Elements and Principles</b>
Question, reflect on, and justify how elements and principles of design in artwork affect meanings, purposes, and value of art.
<i>PO 1. <u>Evaluate</u> the use of <u>elements and principles</u> in their own and the work of others.</i>
<i>PO 2. Evaluate the effectiveness of <u>elements and principles</u> to achieve a desired result <u>in a composition</u>.</i>

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<b>Concept # 4: Meanings or Purposes</b>
Question, reflect on, and justify how artists communicate meanings in artwork.
<p><i>PO 1. Discuss why people create art.</i></p> <p><i>PO 2. <u>Analyze, evaluate, and/or justify</u> how an artist/student communicates meaning and/or purpose in art.</i></p> <p>PO 3. Identify artists'/students' use of universal themes.</p>
<b>Concept # 5: Quality</b>
Question, reflect on, and justify conclusions about the value of artworks.
<p><i>PO 1. Discuss how people care for and protect art.</i></p> <p><i>PO 2. Discuss reasons why people/student value* art (e.g. sentimental, financial, religious, political, historical).</i></p> <p><i>PO 3. Evaluate works by an artist/student using established criteria.</i></p> <p><i>PO 4. Distinguish art preferences (I like it because...) from art judgments (It is good because...).</i></p> <p>PO 5. Draw conclusions about the essence and value of art.</p> <p>PO 6. Articulate multiple viewpoints about philosophical issues associated with art.</p> <p>PO 7. Defend conclusions about the value of original artworks verses Reproductions (e.g. museum/artist studio visit to compare details, size, luminosity, three dimensionality, surface texture).</p>

Under Create/Proficiency add... UNIVERSAL THEMES after Symbols in Concept #4 PO 2



# Visual Arts Standards

## DISTINCTION

### STRAND 3: EVALUATE

Student will draw conclusions about the significance of art.

<b>Concept # 1:      Art Issues and Values</b>
Question, reflect on, and justify conclusions about the nature and value of art.
PO 1. <i>Evaluate an artwork using multiple aesthetic theories.</i> PO 2. Express and explain a definition of art. PO 3. Discuss appropriation of art ideas from other cultures/artists (e.g. sensitivity to and legality of).
<b>Concept # 2:      Materials, Tools, and Techniques</b>
Question, reflect on, and justify how materials, tools, and techniques affect meanings, purposes, and value of art.
PO 1. Evaluate how choice and quality of materials, tools, and techniques affects intended results.
<b>Concept # 3:      Elements and Principles</b>
Question, reflect on, and justify how elements and principles of design in artwork affect meanings, purposes, and value of art.
<i>PO 1. Evaluate the effectiveness of elements and principles to achieve a desired result in a composition.</i>

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<b>Concept # 4: Meanings or Purposes</b>
Question, reflect on, and justify how artists communicate meanings in artwork.
<i>PO 1. Analyze, evaluate, and/or justify how an artist/student communicates meaning and/or purpose in art.</i> <i>PO 2. Analyze, evaluate, and/or justify artists'/students' use of universal themes.</i>
<b>Concept # 5: Quality</b>
Question, reflect on, and justify conclusions about the value of artworks.
<i>PO 1. Refine art judgments using established criteria.</i> <i>PO 2. <u>Defend</u> conclusions about the essence and value of art.</i> <i>PO 3. <u>Debate</u> the merits of multiple viewpoints about philosophical issues associated with art.</i>

Under Create/Proficiency add...UNIVERSAL THEMES after Symbols in Concept #4 PO  
2